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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)**  ***Students will have sharing time on what is happening locally and nationally in the news.*** | **Morning Meeting: Greet each other by nick names. For example: Good morning “Zy” instead of saying full name (ZyShan)**  **Sharing-Discuss why following directions during a lock-down is important. Students watch actual video on the bomb threat**  [**http://www.abc12.com/story/15962485/bomb-threat-called-in-to-genesee-county-school-district**](http://www.abc12.com/story/15962485/bomb-threat-called-in-to-genesee-county-school-district)  **Activity: Order of Operation**  **Ex. 18/6 + (3x4) -5= 10** | **Morning Meeting: Greeting each other using middle names. Students write middle name on sticky note.**  **Sharing:**  **Do not let your circumstances define who you are. Video shows Beecher high school students’ struggles but goals and dreams-- (Coach Hawkins, shooting at Buell Elementary)… Caring video,**  [**http://www.abc12.com/story/15917841/beecher-football-great-helps-players-win-on-off-the-field**](http://www.abc12.com/story/15917841/beecher-football-great-helps-players-win-on-off-the-field)  **Activity: Three digit riddle**  **Announcements** | **Morning Meeting: Greeting each other using middle names again.**  **Sharing:**  **Health tip for children. How can we eat and drink healthy?**  **Students watch video or read article on drinking too much soda.**  [**http://www.abc12.com/story/15868880/soft-drinks-linked-to-violent-tendencies-in-teens-study**](http://www.abc12.com/story/15868880/soft-drinks-linked-to-violent-tendencies-in-teens-study)  **Activity: Listing Common and Proper Nouns**  **Announcements** | **Morning Meeting: Greeting each other using nick names again.**  **Sharing:**  **Fire in Reno**  [**http://www.boston.com/news/nation/articles/2011/11/20/officials\_say\_32\_homes\_destroyed\_in\_reno\_fire/**](http://www.boston.com/news/nation/articles/2011/11/20/officials_say_32_homes_destroyed_in_reno_fire/)  **Video:**  [**http://abcnews.go.com/GMA/video/fire-rages-reno-nevada-14988840?tab=9482931&section=1206833**](http://abcnews.go.com/GMA/video/fire-rages-reno-nevada-14988840?tab=9482931&section=1206833)  **Activity: Conjunctions (and, or, but)**  **Announcements** | **Morning Meeting: Friday greeting. Asking students what they are planning to do and to be safe and have fun.**  **Sharing:**  **Discuss election on Flint Mayor. What is he planning to do the next four years? Students watch video.**  [**http://www.abc12.com/video?clipId=6435245&topVideoCatNo=216395&autoStart=true**](http://www.abc12.com/video?clipId=6435245&topVideoCatNo=216395&autoStart=true)  **Activity: Riddle**  **Announcements** |
| **Character Education**  **(25 minutes)**  **(9:00-9:25)** | Library—Anthony | Library—Essix | **Caring & Making a change**  Student will watch a video on the young man who was shot while riding the bus to school. The young man talks about praying for a change. Students will discuss video afterward.  <http://www.abc12.com/story/16079498/mta-bus-shooting-victim-working-for-change> | **Caring & Making a change**  Discussion on what can we do to show that we care and want to make a change.  Teacher show video or article on people who are caring. Teacher explains the importance of caring.  <http://www.abc12.com/story/16065977/strangers-who-helped-each-other-reunite> | **Caring & Making a change**  Students watch video or read article about how local schools and state school donated to Michigan’s Food Bank. Who is in 1st place?  <http://www.abc12.com/story/14996433/abc12-school-spirit>  Class discussion:  How does this article show caring and making a change?  Discuss how Aof F is showing caring by giving out food on Dec. 10th |
| **Reading/ELA**  **(90 minutes)**  **(9:30-11:00)**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration—  **Students will place all reading test, spelling test and writing assignments in their SD Notebook, along with rubrics.**  **Spelling**  **W.SP.06.01** in the context of writing, correctly spell frequently encountered and frequently misspelled words.  Grammar  **W.GR.06.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes. | ***R.CM.06.01*** *connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.*  ***R.CM.06.02*** *retell through concise summarization grade-level narrative and informational text.*  ***Hook***  Students watch video on Tenzing & Hillary—Two men who successfully climb Mt. Everest.  <http://mrsanthony-jones.wikispaces.com/Reading>  ***Reading & Writing***  ***Assignment:***  Students will complete pg. 111 (Hold a Discussion). Then, students will share the discussion aloud.  Students will read selection with group and complete  Pg. 110 on “Think About the Selection” (1-7)  ***Grammar***: (20 min) Students complete online worksheets on nouns and verbs  ***Spelling***-(15 min)—Students play a game (Teach me—pronunciation and spelling) <http://www.spellingcity.com/Community.html>  ***W.PS.06.01*** *exhibit personal style and voice to enhance the written message in both narrative and informational.*  ***Writing***  Students will complete pg. 110 on Writing a Descriptive Paragraph.  Teacher will model what a descriptive paragraph look and sounds like.  <http://mrsanthony-jones.wikispaces.com/Writing>  Title: Descriptive Writing: Hot Fudge Sundae and Dog  **DIFFERENTIATION—Working with each group alone on guided reading as well as working one-on-one with other students. Mr. Scales also works with a small group of 3 or 4 on reading and comprehension strategies.**  **In writing, teacher conference with students 3 to 4 at a time or one-on-one to discuss writing. After peer editing and revising and rough drafts.** | ***R.CM.06.01*** *connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.*  ***R.WS.06.01*** *explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.*  ***Reading***  ***Assignment:***  Students will complete page 55 in Practice Book on Comprehension and page 53 Key Vocabulary: A Test of Courage for selection 4 Theme 1”True Confessions of Charlotte Doyle.”  ***Grammar—***Students will complete worksheet on nouns and verbs in the Grammar Usage book  ***Spelling***-Students play online game (Match word with correct sentence) <http://www.spellingcity.com/Community.html>  ***W.PR.06.01*** *set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.* ***Writing-***  Students will read and complete activities in the Write Source books on writing a descriptive paragraph on an animal.  Students will work with their partners on getting started (use the 5 senses to write paragraph)  Teacher walks around listening to each students discussion and assisting students where needed.  Teacher will pick six students to share paragraph. | ***R.CM.06.01*** *connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.*  ***Reading***  ***Assignment:***  Students will read selection with a partner in the group. Then, Students will come up with 10 questions as a group to ask another group about the selection. Groups must switch questions so other group can answer them.  ***Grammar—***Students complete worksheet on nouns and verbs in the Reading Practice book.  ***Spelling—***Students will play game (Hang Mouse) on <http://www.spellingcity.com/Community.html>  ***W.PS.06.01***  ***W.PR.06.01***  ***Writing—***  Students will watch a quick video on [www.brainpop.com](http://www.brainpop.com) about descriptive writing.  Students will read and complete activities in the Write Source books on writing a descriptive paragraph on a place.  Students will work with their partners on getting started (use the 5 senses to write paragraph)  Teacher models her own descriptive writing on a place.  Students work quietly while writing. Then, teacher picks six students to share. | ***R.CS.06.01*** *compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.*  ***Reading***  ***Assignment:***  Students will play jeopardy on the selection to prepare for test.  ***Grammar—***Students complete worksheet on common and proper nouns in the Reading Practice book.  ***Spelling—***Students will play sparkle on spelling words <http://www.spellingcity.com/Community.html>  **Students will take test on Unit 1 -4 after playing sparkle**  ***W.PR.06.02*** *apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence*).  ***Writing***  Students will read and complete activities in the Write Source books on writing a descriptive paragraph on anything they would like to write about. This writing piece must have 5 paragraphs.  Teacher will show students the graphic organizer to use on  <http://mrsanthony-jones.wikispaces.com/Writing>  and the rubric for descriptive writing at <http://mrsanthony-jones.wikispaces.com/Writing>  **FOCUS: Ideas and Prewriting and Organization**  **(In the afternoon, students will type Autobiographies and Thankful papers)** | ***R.MT.06.02*** *plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.*  ***Reading***  ***Assignment:***  Students will complete test on Theme 1 selection 4.  ***Grammar—***Students complete worksheet on common and proper nouns in the Reading Practice book.  ***Spelling—***Students will take pretest on words from Theme 3 Selection 1 (Where the Red Ferns Grow) <http://www.spellingcity.com/Community.html>  Students will check their test using the words on the website.  Students will copy down definitions for new words together on smartboard.  **W.PS.06.01**  **W.PR.06.04***draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions*  ***Writing***  Students will continue to complete activities in the Write Source books on writing a descriptive paragraph on anything they would like to write about. This writing piece must have 5 paragraphs.  **FOCUS: Ideas & Word Choice & Voice**  **(In the afternoon, students will type Autobiographies and Thankful papers)** |
| Homework/Reading  (Mon and Wed) | Students will complete pg. 56-57 in Practice book “You Guessed It” |  | Students will complete pg. 61 on Proofreading & Writing (PB) |  |  |
| Homework/Writing  (Tues and Thurs) |  | Students will summarize segment 1 of selection 4 Theme 1 “True Confessions of Charlotte Doyle” |  | Students will summarize segment 2 of selection 4 Theme 1 “True Confessions of Charlotte Doyle” |  |
| **Break (15 minutes)— 11:00-11:15**  Bathroom/drinks/movement activity |  |  |  |  |  |
| **Social Studies**  **(60 minutes)**  **(12:30-1:30)**  Writing Integration  Speaking/listening/viewing integration    Technology integration | Students watch video on Tenzing & Hillary—Two men who successfully climb Mt. Everest.  <http://mrsanthony-jones.wikispaces.com/Reading> | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Teacher will introduce chapter 2, section 1 by going over the vocabulary words on pg. 48  Students will hypothesize about the following question: Why is Earth called the water planet? Teacher will jot down student responses on the SMART board.  Teacher will distribute graphic organizer for section concepts. For struggling students some information will be filled in when they receive the sheet.  Students and teacher will read “The Water Cycle” on pg. 48 orally.  Students will watch Bill Nye video on the water cycle.  Writing:  Students will take scrambled sentences on the SMART board that detail the water cycle in the wrong order and unscramble them. Students will then write the paragraph correctly. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Students will view seasons video at <http://www.brainpop.com/science/weather/seasons/>  Teacher will introduce the vocabulary for Chapter 2, Section 1 using direct instruction method.  Students will read Chapter 2, Section 1 pgs. 52-54 orally. Teacher will stop to model concepts such as the relationship between latitiude and climate.  Given an outline map of the Earth, students will identify the equator, the Tropic of Capricorn, Tropic of Cancer, the Arctic Circle and the Antarctic Circle. Students will shade in the tropics.  Students will view climate video at <http://www.brainpop.com/science/weather/climatetypes/>  Students will work in small groups to identify various locations in different climate regions of the world. The information will be charted and shared with the class to help students recognize the effect of latitude on climate.  Students will begin a graphic organizer identifying the major influences on climate in the world |  |  |
| **Lunch/**  **(30 minutes)**  **(12:00-12:30)** |  |  |  |  |  |
| **Mathematics**  **(60 minutes)**  **(12:30-1:30)**  Reading/Writing integration--***R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts***.  ***W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details***  Speaking/listening/viewing integration  Technology integration  *Teacher will check for student comprehension* ***daily.*** *Students will be called to the meeting area to work on specific skills while the rest of the class is working on class assignment*. *This will include high and low achievers.*  ***All tests along with the rubric shall be placed in the student SD Notebooks.)*** | * ***N.ME.06.16*** *Understand and use exponents* * ***N.FL.05.04*** *Multiply a multi-digit number by a two-digit number.* * **6.NS.3.** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. * [***www.ixl.com***](http://www.ixl.com) * Students in group 1 will divide whole numbers Lesson 4-3 * Group 2 will divide by the powers of 10 (mental math) 4-1 and 4-2 * Group 3 will complete Ch. 3 -5 and 3-6 on multiplying decimals and estimating decimals. * Group 4—Teacher is making sure that they understand the steps to multiplying. * **DIFFERENTIATION:** * **Advanced group-dividing** * **Middle group—multiplying and properties of multiplication** * **Low groups (2) groups—Back to the basics—demonstrating different ways to multiply (circles-draw 3 groups of 4; tallies; lattice method; etc.**   ***Writing***  Make up a multiplication or division problem and solve it. Then, write down step by step how you solved it. | * **N.ME.06.16 N.FL.05.04 6.NS.3** * Students will play online game at [www.brainpop.com](http://www.brainpop.com)   Group I will complete worksheets on Ch.4-3  Group II will complete Ch. 4-1 and 4-2 worksheets on estimating quotients and dividing by powers of 10.  Group 3  Will complete Review page Set A, B, C, D, and E.  Group 4 will complete exponents and multiply decimals.  Teacher assigns work and work with each group for 10 minutes explaining how to do the problem.  Students work independently or in a group to compare answers.  Teacher checks each group paper and students must fix every problem that they have incorrect. If problem is correct those students’ moves to the next lesson.  ***Writing***  Students will complete problem of the day on an incorrect problem. Students must find the mistake and explain how it is incorrect and how to make it correct. | * **N.ME.06.16 N.FL.05.04 6.NS.3** * [**www.edhelper.com**](http://www.edhelper.com)   Group I will complete Ch.4-4 on dividing decimals by decimals in textbook  Group II will complete Set A and B on the review page.  Group 3  will complete the properties of multiplication  Group 4 will complete multiplying decimals  Teacher works with each group and checks papers.  ***Writing***  Students will complete problem of the day on an incorrect problem. Students must find the mistake and explain how it is incorrect and how to make it correct. | * **N.ME.06.16 N.FL.05.04 6.NS.3** * [**www.brainpop.com**](http://www.brainpop.com)   Group I will complete worksheets on Ch.4-4 on dividing decimals by decimals  Group II will complete Ch 4 lesson 3 on estimating quotients  Group 3  Will solve problems on the practice test on the board with teacher or Mr. Scales.  Group 4 will complete multiplying decimals and the properties of multiplication  Teacher works with each group and checks papers.  ***Writing***  Students will complete problem of the day on an incorrect problem. Students must find the mistake and explain how it is incorrect and how to make it correct. | * **N.ME.06.16 N.FL.05.04 6.NS.3**   Group I will complete worksheets on Ch.4-5 and 6 on properties of division.  Group II will complete worksheets on Ch 4 lesson 4 on dividing whole numbers  Group 3 will take Ch. 3 Test Form A  Group 4 will complete review page Set A, B, C, and D.  Teacher works with each group and checks papers.  ***Writing***  Students will complete problem of the day on an incorrect problem. Students must find the mistake and explain how it is incorrect and how to make it correct. |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | **P.EN.06.41**  **P.EN.06.42**  Energy-light and sound  Students will be asked to solve the following riddle: When does red, orange, yellow, green, blue, and violet make white? Teacher will take answers from a few students.  Teacher will introduce light to students by using a flashlight and a prism to demonstrate light’s spectrum.  Teacher will introduce vocabulary on pg. E124 using direct instruction techniques.  Writing: Students will read pg. E124-E125 and will write the answer to the check question at the bottom of the last page.  Students will watch video about light at <http://www.brainpop.com/science/energy/light/> and will complete accompanying word scramble | **P.EN.06.41**  **P.EN.06.42**  Energy-light and sound  Students will review previous days information through short question/answer period with teacher.  Teacher will introduce refraction and reflection, translucent, opaque, and transparent using PowerPoint presentation Properties of Light found at <http://exchange.smarttech.com/search.html?q=light&subject=Science&grade=Grade+6&region=en_US>  Students will then be given list of items and have to determine whether they are translucent, opaque, or transparent.  Writing: Students will complete Venn diagrams comparing and contrasting reflection and refraction; translucent, transparent, and opaque | **P.EN.06.41**  **P.EN.06.42**  Energy-light and sound  Students will match vocabulary words with their definitions on [www.spellingcity.com](http://www.spellingcity.com)  Students will read pgs. E126-E129 orally in small groups. Groups will create hypotheses about the origin of rainbows and will share their information with the class.  Students will watch video about rainbows at <http://www.brainpop.com/science/energy/rainbows/> and will complete the accompanying activity  Writing:  Students will complete the review questions at the end of the section. Answers will be written in complete sentences. | NO SCHOOL | NO SCHOOL |
| **Other Subjects**  **(indicate times)** | ***Independent Reading daily after lunch for 20 minutes.*** |  |  |  |  |